



Willingdon

COMMUNITY SCHOOL

CURRICULUM BOOKLET

Geography

Sept 2023

Enjoying exploring and explaining our world

Our School Curriculum Intent

The curriculum at Willingdon Community School offers a broad, balanced, personalised and challenging educational experience, which builds on students' experiences in the primary phase of their education.

It aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become successful learners who enjoy learning, make progress and achieve the best they are capable of.

Subject Vision

Geography comprises a range of topics connecting people, environments and wildlife to help us explain our endlessly fascinating planet. Knowing about geography enriches our lives — it fosters a lifelong love of learning, inspires wonder at awesome sights and increases our awareness and understanding of people and places.

The origins of geographical study as an academic pursuit can be traced to the people from great civilisations of the past who sought to write about and make sense of the world and of their changing environments. At the heart of all geographical understanding is the desire of human beings to comprehend the world around them.

The design of the geography curriculum at Willingdon School is rooted in the belief that an excellent foundation in geographical understanding is intrinsic for all young people to be able to assess and adapt to a world that is constantly changing around them. It gives them an opportunity to consider their sense of identity and place and a platform from which they can explore the processes and patterns that will affect their lives.

Over the course of their geography study at Willingdon, our students can expect to become better geographers by understanding the complex systems that link people and places. Young people have an innate sense of curiosity that needs to be nurtured and enriched; we achieve that by developing their investigative skills, using detailed academic theory and empowering them with the literary tools needed to communicate effectively. Our aim is that our young people will grow in assurance and confidence and be inspired to **enjoy exploring and explaining the world** around them.

Key Concepts in Geography

Geography has something for everyone. It is an investigative subject and so requires a firm grasp of numerical, cartographic and graphical skills as well as the ability to organise academic writing accurately. A strong understanding of literacy is essential.

Mastering the concepts in geography has four key steps...

- **Knowledge** of places and locations at different scales.
- **Understanding** the sequencing of processes and the relationships between physical and human geography.
- **Analysis** of higher order command words, developing critical thinking, evaluating and being able to combine that effectively with numerical, literary or graphical resources.
- Utilising geographical **skills** to find answers, devise field enquiries and provide evidence-based justifications.

The Key Stage 3 curriculum is designed to offer a huge breadth of study in which students feel they can contribute their own experiences. The design of the curriculum builds skills, knowledge and learning techniques over time to provide a solid foundation of geographical understanding, whether or not they choose to continue with geography at GCSE level.

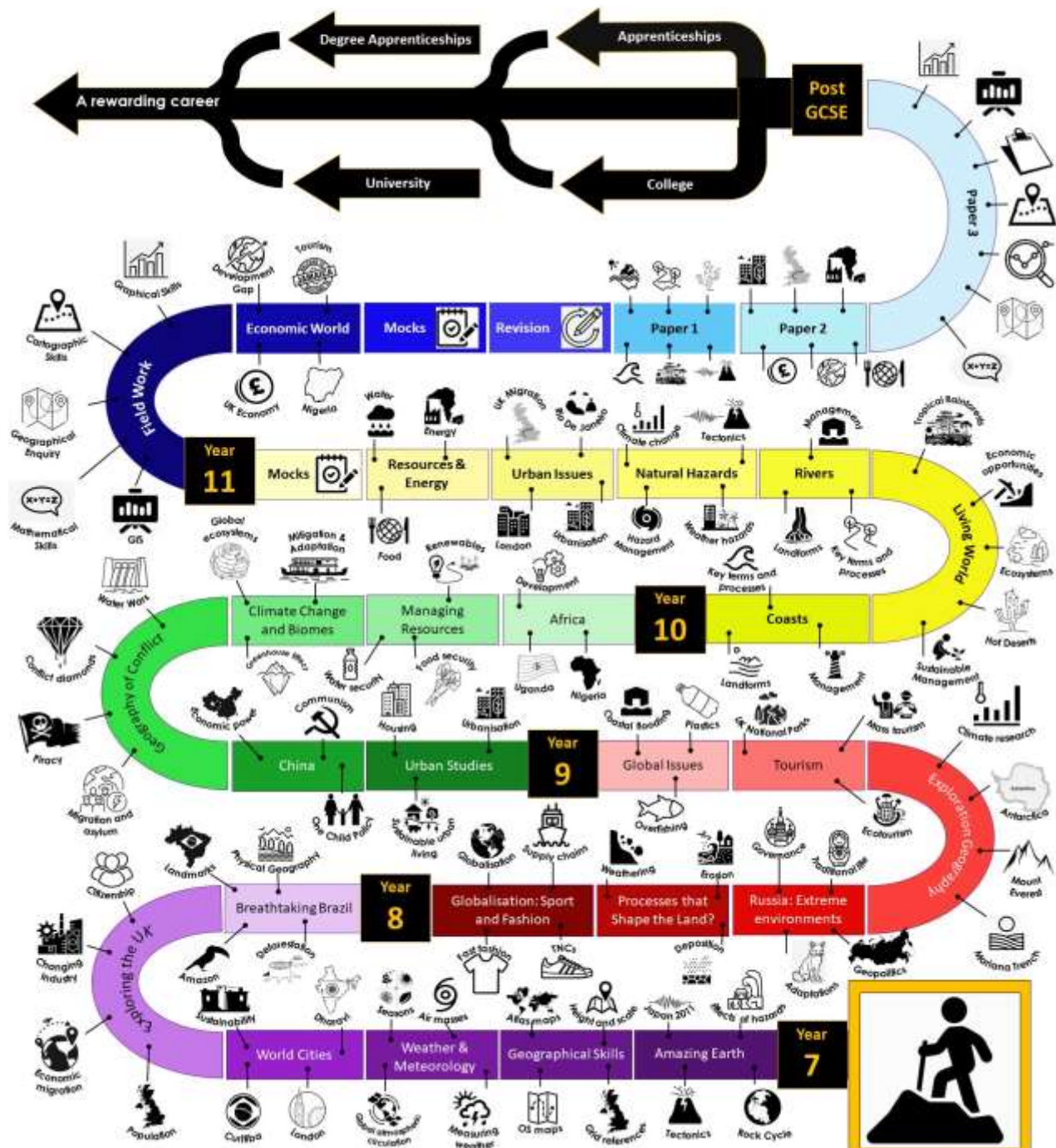
Over the five-year course at Willingdon School the recurring core themes that students study are...

- Place and Space
- Processes and Patterns
- Interconnections
- Global Issues
- Sustainability
- Exploration and Enquiry

All young people have an inherent interest and curiosity about some element of human or physical geography, which encourages a high level of engagement in all our lessons.

Geography Learning Journey

At Willingdon students become better geographers by developing excellent subject knowledge, practising field work and investigative skills and being confident in their academic theory. Great geographers enjoy exploring and explaining the world around them.



Programme of Study

Key Stage 4

The geography GCSE course comprises a range of physical and human topics. There is also a fieldwork element, which involves a trip to Eastbourne town and seafront to collect primary data which is then presented, analysed and evaluated.

The course terminates in three final examinations:

Paper 1: **Living with the physical environment**
1 hour 30 minutes final exam

Section A: Natural Hazards
(Tectonic hazards/ weather hazards/ climate change)

Section B: The Living World
(Ecosystems/ rainforests/ OPTION topic: Hot Deserts)

Section C: UK Landscapes
(Physical geography of the UK/ OPTION topic: Coasts/ OPTION topic: Rivers)

Paper 2: **Challenges in the human environment**
1 hour 30 minutes final exam

Section A: Urban Issues & Challenges
(London and Rio de Janeiro)

Section B: The Changing Economic World
(UK and Nigeria)

Section C: Resource management
(Global distribution of resources/ OPTION topic: Energy)

Paper 3: **Geographical Applications**
1 hour 15 minutes final exam

Section A: Issue Evaluation
(Map/ graph and maths skills on any of the compulsory topics/ pre-release document)

Section B: Fieldwork
(Unseen and completed)

Options Booklet Entry

This exciting and relevant course comprises a balanced framework of physical and human geographical themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), Newly Emerging Economies (NEEs) and Lower Income Countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power deforestation and the challenge of sustainable resource use. Students are encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Paper 1: Living with the physical environment (35% of the GCSE)

Section A: The challenge of natural hazards

This will include looking at tectonic hazards, tropical storms, extreme weather in the UK and climate change.

Section B: The living world

In this section of paper one we examine ecosystems, tropical rainforests and hot deserts.

Section C: Physical landscapes in the UK

In this section we look at the coastal and river landscapes of the UK.

Paper 2: Challenges in the human environment (35% of the GCSE)

Section A: Urban issues and challenges

This involves the study of global trends and patterns, the impacts of rapid urbanisation and the resulting opportunities and challenges in two contrasting cities. There will be a detailed study of a UK city and one in a LIC/NEE.

Section B: The changing economic world

This looks at the complexities of measuring development and ways of reducing the development gap. Issues of trading relationships, international aid and the role of TNCs are explored. There will be a detailed study of one named LIC or NEE and a contrasting study of economic futures in the UK and the place of the UK in the wider world.

Section C: The challenge of resource management

This section studies the increasing global demand for resources, highlighting inequalities in access. Issues of resource provision in the UK are examined in detail. Resource insecurity in relation to food, water and energy are also discussed.

Paper 3: Geographical applications (30% of GCSE)

Section A: Issue evaluation

Students learn about a contemporary global issue, learn how to evaluate opinions academically and then how to write about it. They consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages as well as the alternatives and solutions to particular problems. This section includes a question on pre-released material, which is sent by the exam board twelve weeks before the examinations.

Section B: Fieldwork and geographical skills

Students will plan and undertake fieldwork locally which comprises physical and human elements. They will then be examined in Paper 3 on the geographical processes, data collection, data presentation techniques and data evaluation of the investigations undertaken.





Assessment Plan for Key Stage 4

The course is organised into units, and we follow the AQA 8035 exam board scheme of work.

For all units of work, students receive a personal learning checklist and glossary which helps with revision. Each unit concludes with an assessment. The unit tests are in the style and format of the GCSE papers to enhance students' familiarity with the exam papers.

Unit tests are all graded using grade boundaries from the most recent GCSE series. Geography staff are experienced AQA examiners. Following unit tests, detailed feedback is given to students in order that they can make improvements.

In year 10 students will complete unit tests on:

- Coasts
- Ecosystems and Rainforests
- Hot deserts
- Rivers
- Natural Hazards
- Resource management

Towards the end of Year 10, there are mock examinations. These will take the format of the GCSE examinations and students are examined on all topics studied up to that point.

In Year 11 the programme of study is:

- Urban Issues
- Changing economic world
- Fieldwork
- Pre-release (*this is a document released 12 weeks prior to exam which can be studied in advance and is directly assessed in Paper 3*).

There are further mocks before Christmas in Year 11, which help us to determine bespoke revision support plans for each student each year.

The aim is to complete the course by the end of Term 3 so that revision can begin in earnest.

Programme of Study

Key Stage 3

Year 7:

Exciting Earth

An exploration into tectonic forces! Why they occur in the places that they do and how people manage the effects and responses.

Geographical Skills

A study of the core foundation map skills that students are then able to apply in every unit.

Weather & Meteorology

Studying the layers of the atmosphere, the reasons for our seasons and the explanations for the weather in the UK and climate patterns around the world.

World cities

Comparing different world cities (including London, Mumbai, Curitiba) to understand the increasing trend of urbanisation in NEEs and LICs, and discuss how different places are coping with urban change.

Exploring the UK

What is the physical geography of the UK and the southeast region? How has human geography in rural and urban areas changed over time and why is the UK so diverse?

Breathtaking Brazil

An exploration of the physical and human geography of Brazil. Students also look at the environmental challenges facing some of the main Brazilian ecosystems and the people of the Amazon region.

Year 8:

Globalisation: Sport & Fashion

An exploration of fashion and sport debating the questions of equality in these industries. Should we buy ethical fashion? Who are the beneficiaries and losers in the global fashion industry? Should sports athletes be paid so much when the people that make the equipment are paid so little?

Processes that shape the land

A study into the physical processes that shape the surface into such a huge variety of landscapes across the planet. Fluvial, glacial, coastal, geological and atmospheric processes are considered.

Russia: Extreme environments

An exploration of contrasting environments in the biggest country in the world. What other extremes exist in Russia and how does geography link to its politics?

Exploration in geography

A guided project, that takes in a variety of locations, about how to plan and conduct a geographical enquiry. What questions can we ask? How can we record, present and analyse results?

Tourism

A project exploring the economic importance of tourism, threats to its development and sustainable tourism.

Global Issues

An investigation into the major geographical issues of recent years – in particular, climate change, overfishing, sea level rise and plastic pollution to recognise 'Oceans Month' in June.

Year 9:

Urban Studies in the UK

What challenges do urban areas in the UK face? What are the wider impacts of the housing crisis and other urban challenges on different socio-economic groups of people?

China

A study of the physical and human geography of this country. How do the political and economic developments in China interconnect with other parts of the world?

The geography of conflict

An investigation into the effect of geography on conflict and vice versa. How does this drive migration? What are the resultant impacts of this regionally and internationally on the host and country of origin?

Climate Change & Biomes

Understanding the relationship between Global Atmospheric Circulation and the climate zones of the world. How does that affect the plants and animals found in different ecosystems?

Resources Management

An evaluation of the distribution of world resources and the issue of food, water, and energy security in different parts of the world.

Amazing Africa

Is our perception of Africa out of date? An investigation into how Africa has been shown over time and the variations in development. How are gaps in development measured and in what ways do we see these disparities in everyday life?



Assessment Plan for Key Stage 3

This curriculum is designed to be exciting and engaging for all students of all abilities. The aim is to foster an all-round love of learning by providing a dynamic and contemporary programme of study. The planned schemes of work at Key Stage 3 ensure breadth of topics, as well as preparing students effectively, should they choose to continue their geographical study into KS4. It also seeks to support the numerical and literary skills needed in all subjects, for those students who opt for a different GCSE combination.

Years 7 and 8

There is a unit assessment that follows each topic of study. These vary between multi-tariff question papers, decision-making exercises, applied design projects or longer essay-style tests to suit the many learning styles of young people at this stage of their learning. The test questions evaluate the students' abilities in one or more of the following aspects of geographical study:

- 'Knowing like a geographer' – testing capacity to retain geographical knowledge and memorise key terms, facts and figures.
- 'Thinking like a geographer' – testing application of key concepts in explaining processes and patterns and articulating that in well-structured, academic paragraphs.
- 'Using skills like a geographer' – testing the application of learned geographical skills to unseen resources including maps, data, graphs and satellite images.

After each assessment is marked, the students receive their marks and follow up with DIRT (Dedicated Improvement and Reflection Time). This allows them to work on their individual areas for development, to provide advice on further learning and revision techniques and also so that we can arrange additional support where required.

Year 9

The assessments test the content knowledge of each of the units. In Year 9, we introduce tests more closely aligned to the final GCSE format, encouraging familiarity and confidence with the papers' structure and mark scheme requirements.

Literacy in Geography

As an academic EBacc subject, students taking geography GCSE must be highly literate.

We use modelling throughout Key Stages 3 and 4 to show students how to address all command words accurately in order to meet the success criteria of mark schemes.

We follow a simple modelling structure to help students sequence their writing, so that over time they can create meticulous single and multiple paragraph answers.

We encourage reading through fiction and non-fiction subject texts and support the learning of vocabulary with dedicated glossaries and lessons that focus on rich specialist vocabulary.

Numeracy in Geography

Geography students are able to manipulate data using basic mathematical principles and can construct, interpret and analyse the patterns and trends that data provides, for a huge range of graphs and thematic maps.

Students practise these skills throughout Key Stages 3 and 4. Numeracy is essential to the geographer, whose aim is to be able to re-present data into an understandable format. This ability to analyse is a higher order skill and is greatly valued at A-level and university. It also supports students in the core subjects of Maths and Science where data manipulation is a key requirement.

Broadening horizons in Geography

The geography department prides itself on the opportunities that it provides for learning outside the classroom. In a time where schools are reducing their field work, Willingdon continues to offer a field trip in all year groups from 7-10. We organise residential trips abroad. In 2017, we experienced a magical tour of Iceland and after a hiatus for school closures in 2020/2021 we enjoyed our participating in the trip to Nepal in 2022. Thanks to GIS and digital technology, we can also 'virtually' travel anywhere in the world and bring the geography we are talking about in the classroom to life!

Geography is one of the most versatile subjects for further study. As an EBacc subject, the top universities recognise the complexity and academic requisites of the subject. Via A-Levels, it can lead to careers in Earth Sciences, Media and Business, Ecology and Conservation, Travel and Tourism, Environmental Planning, GIS / specialist operations and Architecture, amongst many others.

Students with a geography degree are among the most employable of all graduates. The breadth of skills they acquire appeals to employers who are looking for a range of transferable skills including communication, analytics, problem solving, a strong understanding of IT skills, ability to research as well as teamwork and resilience. These skills are increasingly important in all aspects of the world of work and are intrinsic to successful geographical study.



Raising aspirations in Geography

We always have the highest expectations of our students and endeavour to support them from their first day at school. We do this in a number of ways;

- Designing a curriculum that involves a variety of learning techniques in lessons.
- Differentiating work so that all students can access the learning and feel challenged in their work.
- Offering homework support for all year groups.
- Years 10 and 11 can expect bespoke intervention programmes to help guide them through their revision.



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